Mu'tah University
Deanship of the Graduate Studies

The Effect of Using Drama Technique on the Reading Comprehension Achievement of First Secondary Female Students in Al- Ghour Directorate of Education

By
Nesreen Mohammad Al-Ja'afreh

Supervised by
Dr.Dina Al-Jamal

A Thesis Submitted to the Deanship of Graduate Studies in Partial Fulfillment of the Requirements for the Degree of Master in Curriculum and English Teaching Methods in Curricula and Instruction Department

Mu'tah University, 2010

الآراء الواردة في الرسالة الجامعية لا تعبر بالضرورة عن وجهة نظر جامعة مؤتة

بسم الله الرحمن الرحيم

MUTAH UNIVERSITY
Deanship of Graduate Studies

جامعة مؤتة
عمادة الدراسات العليا

نموذج رقم (14)

قرار إجازة رسالة جامعية

تقرر إجازة الرسالة المقدمة من الطالبة نسرين محمد الجعافرة الموسومة بـــ:

The Effect of Using Drama Technigue on the Reading Comprehension Achievement of First Secondary Female Students in Al- Chour Directorate of Education

اســتكمالاً لمتطلــبات الحصول على درجة الماجستير في المناهج وأساليب تدريس اللغة الإنجليزية.

القسم: المناهج والتدريس.

	التوقيع	التاريخ	
د. دينا عبدالحميد الجمل		2010/12/15	مشرفاً ورئيسا
د. منال محمد الغزو		2010/12/15	عضواً
د. علي محمد الزعبي		2010/12/15	عضواً
د. جمعه سالم النجادات		2010/12/15	عضواً

عميد الدراسات العليا/
أ.د. صالح الكساسبة

MUTAH-KARAK-JORDAN
Postal Code: 61710
TEL :03/2372380-99
Ext. 5328-5330
FAX:03/ 2375694
e-mail: dgs@mutah.edu.jo sedgs@mutah.edu.jo
http://www.mutah.edu.jo/gradest/derasat.htm

مؤته – الكرك – الاردن
الرمز البريدي: 61710
تلفون: 03/2372380-99
فرعي 5328-5330
فاكس 03/2 375694
البريد الالكتروني
الصفحة الالكترونية

Dedication

This work is dedicated to the soul of my father, my great and lovely mother, my great and lovely sisters and brothers, for all the years of love, guidance and support. To the kindest children in the world; Hassan, Farah and Marah. To those who encouraged me to continue working in spite of all the difficulties. To everyone who has great ambitions in life.

Nesreen Mohammad Al-Ja'afreh

Acknowledgement

With a sincere heart, I would like to express my deepest thanks to Dr.Dina Al-Jamal, my research supervisor, for her patience and continual support in writing this research. She always helped and comforted me through out my work. I am blessed in having a kind-hearted professor. Likewise, special thanks to my uncle Fawaz, to my brother Talal and to my close friend Noor for their continual efforts and encouragement.

I would like to thank the committee members Dr.Jouma'a Njadat, Dr.Ali Al-Zoubi and Dr.Manal Al-Ghazo for taking part in the discussion of this thesis and for their valuable suggestions.

Nesreen Mohammad Al-Ja'afreh

List of Contents

List of Appendices

List of Tables

Abstract

The Effect of Using Drama Technique on the Reading Comprehension Achievement of First Secondary Female Students in Al- Ghour Directorate of Education

Nesreen Mohammad Al-Ja'afreh

Mu'tah University, 2010

This study aimed at investigating the effect of using drama technique on the reading comprehension achievement of first secondary female students in Al- Ghour Directorate of Education through answering the following questions: What is the effect, if any, of using drama technique on enhancing the reading comprehension achievement of first secondary class female EFL students in Al-Ghour Directorate of Education? Is there any statistically significant effect of using drama technique on the first secondary grade female students' reading comprehension achievement according to their linguistic levels (high, intermediate and low)?

The population of the present study consisted of (360) first secondary female students in all public schools in Al- Ghour Directorate of Education during the second semester of the academic year 2009/2010. The sample consisted of (41) female students in Zanopia Secondary School for Girls, which was selected purposefully, and assigned randomly into two groups; the experimental group consisted of (21) students and the control group consisted of (20) students.

To achieve the purpose of the study, a reading comprehension test, which was assessed for validity and reliability, was designed as a pre and post test. Also, an observation checklist was used. A t-test was conducted to test the equivalence of the two groups and the significance of differences between the post-test means for both groups. Analysis of one-way (ANOVA) was used to test the significance of the difference between the three levels (high, intermediate, low); also Sedak for multiple comparisons was used. Percentages of the participating students' behavior through the checklist were calculated.

The findings of the study revealed that there was a statistically significant effect ($\alpha \leq 0.05$) for using drama technique on reading comprehension achievement of first secondary female students. Also, there was a statistically significant effect ($\alpha \leq 0.05$) for using drama technique on the first secondary grade female students' reading comprehension achievement according to their linguistic levels (high, intermediate and low).

Based on the findings of the study, the researcher suggested that further experimentations under different conditions for longer time duration are recommended on other English language skills like speaking, grammar and writing.

الملخص

أثر استخدام الدراما في تحصيل طالبات الصف الأول الثانوي في الاستيعاب القرائي في مديرية تربية الأغوار الجنوبية

نسرين محمد الجعافرة

جامعة مؤتة، 2010

هدفت هذه الدراسة إلى معرفة أثر استخدام الدراما في تحصيل طالبات الصف الأول الثانوي في الاستيعاب الـ قرائي في مديرية الأغوار الجنوبية من خلال الإجابة عن الأسئلة التالية: ما هو الأثر، إن وجد، لاستخدام الدراما في تحصيل طالبات الصف الأول الثانوي في الاستيعاب القرائي في مديرية الأغوار الجنوبية؟ هل يوجد أثر ذو دلالة إحصائية عند ($\alpha \leq 0.05$) لاستخدام الدراما فيتحصيل طالبات الصف الأول الثانوي في الاستيعاب القرائي حسب المستوى اللغوي(عالي، متوسط ، ضعيف)؟

تكون مجتمع الدراسة من جميع طالبات الصف الأول الثانوي البالغ عددهم (360) في المدارس الحكومية للإناث في مديرية تربية الأغوار الجنوبية للعام 2010/2009.وتكونت العينة من (41) طالبة من طالبات الصف الأول الثانوي في مدرسة زنوبيا الثانوية للبنات وتماختيارها بشكل قصدي . وقسمت العينة عشوائياً إلى مجموعتين التجريبية من (21) طالبة والضابطة من (20) طالبةولتحقيق هدف الدراسة أعدت الباحثة اختبارتحصيلي في الاستيعاب القرائي و طبق بشكل قبلي وبعدي على المجموعتين واستخدام أداة الشطب . وتحققت دلالات الصدق والثبات للاختبار وباستخدام اختبار t-test ثم التحقق من تكافؤ المجموعات حيث تم التعامل مع البيانات باستخدام t-test والتحليل التباين الأحادي وSedak للمقارنات البعدية . وأشارت نتائجالدراسةإلى وجود أثر ذو دلالة إحصائية($\alpha \leq 0.05$)لاستخدام الدراما في تحصيل طالبات المجموعة التجريبية مقارنة بتحصيل طالبات المجموعة الضابطة اللواتي تم تدريسهن بالطريقة التقليدية ووجود أثر لاستخدام الدراما في تحصيلهن في الاستيعاب القرائي حسب المستوى اللغوي.في ضوء تلك النتائج أوصت الباحثة بإجراء المزيد من الدراسات لمعرفة أثر استخدام الدراما على مهارات اللغة الانجليزية الأخرى مثل مهارة التحدث والقواعد والكتابة.

Chapter One
Theoretical Background

1.1 Background of the study

English has recently been regarded as an international language and as a language of power (Hsu، 2006). Harrison cited in (Hsu, 2006) stated that in countries where English is not the mother tongues or a second language, English is most commonly taught as a foreign language. One may expect that students are required to use, practice and understand this international language. In order to understand English effectively, students need to read effectively. Reading comprehension is the most important skill that a learner of English as a foreign language (EFL) requires, because it gives students opportunities to understand and comprehend the world around them (Nuttal, 1982).

Pascoe (1999, p.122) pointed out that "a significant proportion of students leave schools with poor literacy skills and poor ability to comprehend what they read." In many parts of the world a reading knowledge of a foreign language is often important to academic studies, professional success, and personal development. In fact, it is frequently the case that the ability to read in English is required of students by their subject department, often assessed by a test of reading comprehension. Most students fail to learn to read adequately in the foreign language. Very frequently, students reading in a foreign language seem to read with less understanding than one might expect them to have, and to read considerably slower than they reportedly read in their first language (Alderson and Urquhart, 1984).

This research believes that the skill of reading comprehension should be more enhanced in the Jordanian English Language classrooms since it is a complex activity. (Tortello, 2004) identified specific barriers which hinder progress in reading comprehension achievement. These include the student's negative attitude towards the reading process itself, failure to collect meaningful base-line data needed to guide intervention efforts, and use of remedial techniques that do not respond to the student's age and interests.

Teaching reading comprehension, to some extent, is neglected by teachers in the classroom. Although Action Pack series was developed according to the communicative approach where the four skills are integrated (reading, writing, listening and speaking) in order to enable students to communicate, to have a better understanding of the texts and to analyze these texts. Teachers of English as a foreign language might not give

reading comprehension much attention while teaching students (Al-Eidi, 2010).

Also, from her own teaching experience as an English teacher in public schools, the researcher felt that many students have many difficulties regarding reading comprehension skill. The most important problem is students' inability to understand and analyze ideas expressed in reading comprehension texts. This is supported by the results of General Secondary Exam where students tend to be unable to categorize the vocabulary items and structures within texts (Al-Eidi, 2010).

Gungor (2008) claimed that varying teaching methods and strategies may help students' comprehension during the process of instruction. (Farstrup, 2002) stated that it is important for teachers to be aware of the many instructional methods and strategies available to promote students' reading comprehension, motivate students toward reading, promote their interest in reading comprehension, develop their reading comprehension skills, and aid them in accomplishing reading comprehension tasks successfully.

One of the most effective techniques that can be used in order to achieve effective reading comprehension is the drama technique. This technique may help students gain better understanding of what they read (Yates, 2000). Significant voices within the field of applying drama in education such as (Bolton, 1984; Harp, 1988; O'Neill, 1989; Ranger, 1995; Robbins, 1988) noted high levels of consistency between the goals and the practices of using drama in instruction on the one hand, and the goals and practices of general education on the other. Such consistency is obvious in terms of many factors such as character development, social maturity, confidence building, increased responsibility, and cognitive growth.

Drama can be used in the teaching of English as a foreign language for a variety of purposes. (Hsu, 2006) indicated that the use of drama and activities in teaching English as a foreign language (TEFL) do adhere to the principles of the communicative approach. One of the aims is for the learner to achieve communicative competence so the learner will become more imaginative, creative, and sensitive as s/he becomes more self-confident in the process of learning English as a foreign language.

Drama is considered by many teachers and learners to be important for the development of social and communication skills and tolerance when working with others (Barbu, 2007). Barbu added that students can use the conventions of exploring and discovering what lies beneath the surface of the texts they engage within the English classroom.

Stern cited in (Abu-Helu, 1997) asserted that literature can help students master the four language skins: reading, writing, listening and speaking. Literary-based dramatic activities help students understand the plot and the characters in literary texts and encourage the development of their oral skills.

Drama affects developing student's reading comprehension because it gives a context for listening, thinking and meaningful language production. It provides situation for reading and writing. It, also, involves learners more positively and actively in the text (Boran, 2006). When students read a text, they may choose to brainstorm different ways to actualize or pantomime the actions in the reading.

Peter (2009) stated that drama shows teachers how to incorporate texts into their teaching in a creative and enjoyably way. By expressing themselves physically and emotionally and by exploring a range of possibilities, students gain self-confidence and a greater awareness of the feelings and experience of others. After engaging in the activities students are more confident and successful communicators, who look forward to the next opportunity to converse, present and perform.

Dudin (1994) mentioned that teachers do not have to feel afraid of using drama, nor should they feel that they need special training in order to use it successfully. Even if training does help, yet, the fact that the teacher is not being trained does not mean that he or she is unable to use drama in the class. English teachers should not seek performance; instead they should seek communication and comprehension.

As mentioned earlier, drama has a positive effect on making learners experience language in operation, it provides motivation to use language as being embedded in a context and in a situation, and help learners enjoy what they read. Accordingly, the current study focused on the effect of using drama technique on the achievement of first secondary students on reading comprehension.

1.2 Statement of the problem

The problem of the study can be represented by the fact that teaching a non-native English speaker is a challenge which, in turn, may result in falling short in fulfilling the goals of the lesson (Hsu, 2006). Even after years of English teaching, learners do not have the ability to comprehend and enjoy what they read whether texts, poems, articles or stories. They face difficulties while reading passages. Jordanian teachers, on the other hand, focus their teaching on writing grammatically accurate, but, isolated sentences. Students read texts, but they do not interact and analyze what

they read. Most Jordanian learners of English language lack the reading skills that are required to comprehend texts (MoE, 2005).

Because of the requirements of entrance exams to the higher education, English language instruction is limited to drill practice designed to train students to get good grades on tests. Usually, students are treated as mechanical 'memory machines' at the secondary stage in their schools (Hamzeh, 2000).

Al-Eidi (2010) indicated that teachers have to use new techniques in the process of teaching inside the classroom. Drama may help the teacher in creating better learners of English language. There has, in fact, been very little consideration of how drama as a technique can be utilized in language pedagogy (Dudin, 1994). In general, researchers in Jordan have been very busy with finding out the effect of drama technique on the oral skills of the learners of English as a foreign language (Dudin, 1994; Abu-Helu, 1997). In the present study, however, the researcher tried to find out the effect of drama as a teaching technique inside the classroom on the development and enhancement students' achievement in reading comprehension.

From her experience as an English teacher for six years, the researcher feels that students at Al-Ghour schools are not very interested in reading English passages. That is, the researcher felt that students tend to have many difficulties in the skill of reading where they do not understand what they read. Hence, in the present study, the researcher presented the drama technique in a way to enjoy and understand English language texts.

Moreover, the present study comes as a response to recent tendencies stated by the Ministry of Education in Jordan for highlighting the effect and values of using new effective techniques in the process of teaching/learning process (Ministry of Education, 2008).

1.3 Purpose and questions of the study

The main purpose of the study was to investigate whether or not the use of drama technique contributes to the enhancement and achievement of reading comprehension for first secondary grade female students in Al-Ghour Directorate of Education. Also, the study is based on the tendency of the Ministry of Education for using interesting and joyful techniques in teaching English as a foreign language in order to acquire and master it effectively (Ministry of Education, 2008).

To achieve the purpose of the current study, the following main research questions were addressed:

1- What is the effect, if any, of using drama technique on enhancing the reading comprehension achievement of first secondary class female EFL students in Al-Ghour Directorate of Education?

2- Is there any statistically significant effect of using drama technique on the first secondary grade female students' reading comprehension achievement according to their linguistic levels (high, intermediate and low)?

1.4 Significance of the study

This study is significant because of the following reasons

First, it aimed to provide better techniques in the process of teaching English as a foreign language. The current study tends to be one of the first studies in Jordan that investigate the effect of drama technique on the development of reading comprehension. Most of the previous studies discussed the impact of drama on the development of oral skills and achievement (Dudin, 1994; Abu- Helu, 1997; Hammoudh, 2000).

Secondly, issues such as globalization in the information age and the development of new educational standards gain more importance. So, the present study is significant because it will help many teachers who will be looking for more effective teaching methods or techniques which may fit in such information age. Moreover, the study is significant for drama has recently become a center of attention and an important part of the literature curriculum in many countries. Thus, this study may help educators and teachers to assess the advantages and disadvantages, if any, in instruction.

Thirdly, this study is significant, because it attempts to help first secondary female students remedy the weakness in reading comprehension. Being a teacher at one of Al-Ghour schools, the researcher hopes that she can activate the role of learners in the process of learning English language in order to be able to comprehend, understand, enjoy, and discuss what they read.

Fourthly, the findings of this study can be beneficial and significant for educators and scholars in the field of teaching and learning English as a foreign language. The results of the study will be a source to enrich research areas on communicative techniques, (i.e. drama) in education and teaching English language to Jordanian learners. Thus, the current study came as a result of recommendations of many studies in using drama techniques such as (Ally, 2005; Hammad, 2001; Salem, 1988; Abu-Helu, 1997; Dudin, 1994) that encouraged applying drama techniques in the teaching/learning process.

1.5 Limitations of the study

The results of the present study can be generalized to contexts with similar research purpose (i.e. enhancement of reading skill), procedure (i.e. the drama technique), and instruments. Also, this study is conducted on first secondary female students at Al-Ghour Schools. Therefore, the findings will be generalized only to other similar populations where students come from public schools in remote settings. The findings of the study are limited to the duration of applying drama technique in teaching; longer duration may result in different findings

1.6 Operational Definition of terms

The following terms are defined in the same way as they are used by the researcher in the current study:

Drama Technique: A teaching technique (i.e. role-play) which is used by the researcher in order to facilitate and deepen reading comprehension with the first secondary female students. The learners are asked to project themselves imaginatively into another situation. This technique is used within the classroom with movable seats. The students who participated in the study were dressed special clothes in order to let them project themselves into another situation.

Reading comprehension: The skill of making prediction, interacting with the texts, understanding the meaning and the ideas in the texts that learners will read and learn. It will be measured operationally by the comprehension achievement test that is prepared by the researcher.

Achievement: Grades that the learners who participated in the study will achieve on the post test after learning the texts through drama technique.

The traditional method: The method that is used in the classroom where the teacher follows the suggested procedures of the Teachers' Guide in the teaching/learning process.

First secondary female grade: The first class at the secondary stage. The students who have theoretically spent ten years learning English as a foreign language.

Chapter Two
Review of Literature

This chapter is divided into two parts; theoretical framework and review of related empirical studies.

2.1 Theoretical Framework

Alderson and Urquhart (1984) stated that reading involves two necessary elements: a reader and a text. Reading process is an interaction between the reader and the text. (Alderson and Urquhart, 1984, p.4) stated that: " Reading researchers focusing on the reader have attempted to analyze the reading skills into a series of sub skills: literal comprehension, recognizing of the ideas in the text, inferential ability, evaluation, and appreciation."

Tortello (2004,p.206) defined reading comprehension as: " a process that consists of making predictions, interacting with the text, decoding the meaning that embedded in the text, building up schemata in reconstructing the text meaning, and providing the construction of meaning."

Alderson and Urquhart (1984, p.18) stated the following question about foreign language reading "Is foreign language reading a reading problem or a language problem?" Some researchers such as Coady, Jolly and Yario cited in (Alderson and Urquhart, 1984) claimed that foreign language reading is a reading problem and not a language problem, while other ones such as Clark and Ulijn cited in (Alderson and Urquhart, 1984) claimed that foreign language reading is a language problem. (Alderson and Urquhart, 1984) stated that there are two hypotheses associated with a foreign language reading. The first one entails that in order to read effectively in foreign language, a level of second language linguistic ability must first be achieved. The second hypothesis entails that reading performance in a foreign language is shared with reading ability in the first language. The ability to read in the foreign language has been acquired in the first language can be transferred to a foreign language.

If foreign language reading problem is a language problem, teachers of English should concentrate on improving and enhancing the language knowledge through text adaptation and encouraging the use of appropriate methods. Teachers and students of FL should be encouraged to adapt successful reading strategies and methods if poor reading ability in the first language is the reason behind FL reading problems (Grabe &Stoller, 2001).

Berman cited in (Alderson and Urquhart, 1984) stated that the main aim of teaching reading is to reach a point where students are able to

understand both the meaning of words and how they interrelate within a given text; for it is clear that in reading, as in auditory comprehension, syntactic decoding does not proceed in isolation from semantic factors.

To enhance language instruction in English as a Foreign Language (EFL) and make reading comprehension an interesting process for both teachers and students, leaders in education are looking for more effective teaching methods and techniques. Drama has recently become a center of attention and an important part of the curriculum in many countries (Urian, 2000).

Mattevi (2005) stated that the use of drama in the language classroom allows the teacher to present the target language in an active, communicative and contextualized way. Dramatization, as drama activity, helps the teacher address the four skills of language learning (speaking, listening, writing and reading), and it also favors and facilitates the study of some often neglected aspects of language such as pronunciation, reading, and body language.

Since drama is one of the effective methods, as stated earlier, that allow students to enhance their reading comprehension skill and other language skills, it is necessary to gain better understanding of the definition of drama, values as a teaching technique, and how it can help students improve their reading comprehension skills.

Holden (1981, p.8) defined drama as:

> "A term for all activities which involve the concept of' let's pretend'. A person places himself in an imaginary situation or another person in an imaginary situation".

Readman and Lamont cited in (Hsu, 2006, p.11) defined drama as:
"A practical and social art from which draws on the attention, knowledge, interest and enthusiasm of involved participants."

Drama in language teaching is a unique teaching tool, vital for language development. It stimulates reality, develops self-expression and allows for experiments with language (Heathcote cited in Dougill, 1991).The value of drama as an educational technique consists in fostering the social, intellectual and linguistic development of the learner (Dougill, 1991).

Heathcote cited in (Dougill, 1991) has distinguished the following values and characteristics of drama as being particularly significant:

1- Drama demands the co-operation of the participants.
2- It draws on previous experience of the participants.
3- It creates situation in which there is a need for precise communication.
4- It is experiential, thereby affecting students in other than a purely intellectual way.

5- It challenges students to discover new truths or insight by confronting them with previously unknown predicaments.

Drama in education has many activities or techniques such as role-play, characterization, miming and improvisation are essential aids in helping students become more confident in their use of a foreign language by allowing them to experience the language in operation. Furthermore, drama activities or techniques provide a physical release from the constraints of having to sit in a chair for hours. Thus, drama has moved into the main streams of general education whereby every teacher, regardless of subject, can be expected to make use of dramatic techniques to further the educational development of the students (Dougill, 1991).

Role-play is a method of learning based on role-theory. Participants in role-play activities adopt assumed positions and interact in a simulated life situation. This occurs for some educational purposes, usually under the guidance of the teacher. At the end of the interaction, there is an opportunity for discussions (Milory, 1982).

Using role-play and simulation activities in the language classroom simulate authentic learner-to-learner conversational interaction, develop conversational competence, improve integrated language skills, create sensitivity and a sense of awareness, break from routine, prepare students for real life and an unpredictability, develop self-expression, and increase motivation (Dougill, 1991).

Dougill (1991) stated that **the** main benefit of role-play in language teaching is that it enables a flow of language to be produced that might be otherwise difficult or impossible to create. There is a whole range of role-play activities. It ranges from the simple to the complex, from the structured to the unstructured. Some examples of the types of the role-play are sketches, story dramatization, interviews, business meetings, and even debates (Sam, 1990).

Dougill (1991, p.20) defined simulation as

> "A structured set of circumstances that mirror real life and participants act as instructed".

Jones (1982, p.6) defined simulation as

> "Reality of function in a simulated and structured environment"

Simulations provide a replication of real life situations in which people may talk a lot and others not at all, depending on their personalities and the topic they are learning. There is no pressure on them to perform, and the language sample they produce can be considered a valid example of natural speech (Hyland, 1993).

According to (Jones, 1982) simulation activities have a four-part structure:

1- Preparation: to ensure students' familiarity and confidence with interactive learning, assessing students' interests, organizing the room and gathering resources.
2- Introduction: information input, task, roles and background. Learners.
3- Activity: group discussion and work on tasks, solution of problem, or completion of tasks.
4- Debriefing: task review, discussion of errors, remedial work and discussion of language used.

Mime is defined as anon-verbal representation of an idea through gestures, bodily movement and expression. It helps in building up or increasing confidence of learners by encouraging them to get up and do activities in front of one another (Hayes, 1990). The American term for mime is pantomime. It is an integrated part of drama and can be used at any level. "Pantomime helps learners to become comfortable with the idea of performing in front of their peers without concern for language." Savignon cited in (Dudin, 1994, p.5).

Discussion is an integral part of drama exercises. It may be a discussion between the students about how they should do a scene, or a discussion in groups about what they have just seen or done. In both cases, students are using English for a very real purpose. A discussion is also the most valuable part of a role-play. Those who were involved in the interaction and any who were observing are to join with the teacher as a final step, to discuss what stemmed from interaction as relevant to the educational purpose for which the role-play was designed (Milroy, 1982).

Improvisation means discovering by trial, error and testing; using available material with respect for their nature. Dramatic improvisation is concerned with what we discover for ourselves and the group when we place ourselves in a human situation containing some element of desperation. It simply means putting yourself into other people's personalities. It depends on and develops spontaneity (Heathcote cited in James, 1984).

Holden (1981, p.13) explained the role of the teacher in a drama session "Normally the students will work in pairs or groups during a drama session. This does not mean, however, that there is no place for the teacher in the activity. Teacher must present the scenario or idea clearly and organize any preliminary work, ensuring that each student understands what s/he has to do. Teacher must divide the class into groups. It is better to have mixed ability groups and let the students choose their own groups. While the scenes are being worked on, the teacher should move from group to group,

perhaps joining in the discussions when necessary. Also, the teacher should decide how the work can be further exploited through further reading or writing. Fare from being a passive presence, the teacher has a very positive role to play."

In using drama in the classroom, the teacher becomes a facilitator rather than an authority on the source of knowledge. Also, students become the center of the learning process (Hammad, 2001). Students in a drama session portray themselves or another person in an imaginary situation. They have to decide, and then try out what they would say. Also, they have to decide how they should speak in a given piece of information, what facial expressions they should use, and what kinds of gestures are appropriate. Instead of portraying themselves, the students may be asked to play characters suggested by pictures or pieces of dialogue. In these cases, students have to decide what kind of people they are and what sort of relationship exists between them before they can decide how they will communicate with each other (Holden, 1981).

Phillips (2000) stated that drama is effective in developing and enhancing student's attitudes with regard to self-confidence, social behavior, and empathy. Students can learn how to understand, communicate, perform, and become aware of others. Drama is, thus, a concrete way of learning abstract, social, moral, and ethical concepts.

Drama in Jordan

There were many attempts to encourage using drama in teaching. A research paper entitled "The Application of Drama in Education: Introduction to Theory and Practice" researched by Samar Karaja was presented in the first seminar on Drama in Education in Jordan in 1989. The study was in Arabic to introduce the concept of educational drama. It was published in a book in 1990 by Queen Alia Fund. In 1987, the consulting committee for children's programs in Queen Alia Fund developed training programs for using drama in teaching.

In 1988, Nour Al-Hussein Foundation conducted different workshops for teachers in public schools in conjunction with the Ministry of Education using drama to facilitate learning. Then, in 1989, "The National group of Drama and Theatre in Education" was established in the "Friends of Children Club" (Dudin, 1994).

Drama and Reading

Drama can promote reading among students. When students know that they are going to act or dramatize a story or any work, they have a sense of purpose for reading and tend to read more intensively than they normally do. Unlike answering comprehension questions which draw one's attention

to only parts of what was read, when students prepare for acting, they need to understand the entire text and its details. Such intensive reading enables students to gain better comprehension of and appreciation for the literature or whatever they read (Yau, 1992).

Lundy cited in Yau (1992) stated that the comprehension and appreciation level attained in students' preparatory reading will be heightened during drama, when students have to actively interpret and construct what they have read. Drama requires students to go beyond the text that they are reading. If they wonder why the characters in the story acted the way that they did, they can act out situations related to the story so that they understand the story better in terms of their own personal lives.

Drama techniques provide specific opportunities for comprehension, literacy development, giving students the chance to use all skills in decoding meaning, understanding the feeling of others, expanding vocabulary, making appropriate uses of syntax, analyzing discourse, generating feedback within context, and building metacognitive of knowledge (Kempe and Nicholson, 2007).

Gungor (2008) stated that the link between drama and reading comprehension is a strong one; drama helps students to develop skills embedded in the reading process, such as contextualizing what they read in a text to their own experience, feelings, attitudes, ideas, values, and behavior and life situations. Drama practices such as story dramatization, character interviews, tableau, and human slide show are effective in this respect.

Kelner and Flynn cited in (Gungor, 2008, p.3) proposed a five-step plan for a high-quality arts-integrated drama and reading comprehension lesson:

1) Clearly stated and explained objectives in both drama and reading comprehension.
2) An acting tool or skill-building activity or warm up.
3) A drama strategy that encompasses both sets of stated objectives (drama and reading).
4) A reflection activity on the drama to allow students to implement gained understanding.
5) An assessment from both the drama and reading comprehension perspective.

Following the five steps through group activities, learners learn not only how to think more clearly by speaking with others and listening to them but also how to find more efficient ways to comprehend the text.

Through drama, students not only read what is in a text but also actually "live" in it, a process that will lead to better comprehension and retention.

By expressing themselves in the fictitious world they have constructed, they can realize their ideas through imagination. Also, drama is an attractive technique of teaching student; since it gives a context a meaningful language production and comprehension where it provides English as a foreign language learners with opportunities to develop their reading fluency together with a better understanding of syntactic knowledge through reading (Gungor, 2008).

According to (Ross and Rose, 1977) acting requires the same skills that are fundamental to reading. A learner who acts out a story must comprehend and express details of plot, the character's personality, the meaning of the words, the sequence of the story, and the causes and effects relationship. When the learners dramatize a story, they make inferences about the reasons for the actions of the characters, they understand the characters' emotions, and can identify the most important incidents which may lead to the main events in the story. Learners also make use of critical reading skills because they sense the mood of the selection.

Human beings love the function of play. Play releases us and frees us from the worries of life. We enjoy the element of play, to take on other roles than ourselves. As babies we play with props, as toddlers we play with toys, as preschoolers we begin to socialize with others and begin to play pretend, we play policeman, doctor, fireman, or teacher. We dramatize scenes with props and sometimes costumes. We learn these things through imitating what we see and hear in our life (Gulick cited in Rager, 1995).

"Reading is not taught in isolation, it is supported by thinking, listening, speaking, and writing abilities. In turn, learning to read and comprehend helps in supporting the development of the other language abilities" Ranger (1995, p.16). Utilizing drama in the classroom to teach learners is effective in increasing reading comprehension and this is what this current study has shown.

According to (Stewing and Buege, 1994) the classroom drama experiences are made up of four components: the material, the discussions, the playing of an idea, and evaluation to consider what the learners have done and decide if they could have done it effectively.

2.2 Review of Related Empirical Studies

According to the researcher's best knowledge and after examining most of related studies in the area of using drama techniques in teaching English, the researcher found out that most of the research in Jordan had their own share in conducting different studies concerning the use of drama technique in teaching English as a foreign language. Also, the researchers

were after improving and developing students' oral proficiency, like many language researchers in different parts of the world. According to the researcher's best knowledge; there were no previous studies and research that were conducted locally in order to investigate the effect of using drama as a technique of teaching on students' reading comprehension achievement. Some reviewed international studies were carried out in order to investigate the effect of using drama technique on students' reading comprehension achievement.

Karabas and Leinwein cited in (Abu- Helu, 1997) conducted a study concerning literature and drama. This study was designed to demonstrate a variety of ways, in which listening, speaking, reading, and writing activities could be built around the study of drama in the classroom. The study began with a general introduction to teaching drama including ninth grade goals, discussions of teaching drama as both literature and theatre and developing students' skills in play reading. Next, worksheets containing technique for play reading and a checklist of questions for readers of plays were presented. The findings of the study showed that drama had statistically significant effect on the teaching of literature. Drama helped in creating better learners of literature and better speakers of the language. Drama made the students precise what they learnt, through learning different literary pieces such as stories, plays and poems.

DuPont (1989) conducted a study about the effectiveness of drama as an instructional strategy to enhance the reading comprehension skills of fifth grade remedial readers. DuPont stated that drama is a more effective instructional strategy than traditional reading instruction for enhancing reading comprehension skills of fifth graders. The study looked at three groups of fifth grade students in remedial classes. Each group had (17) students. Group one and two received a structured remedial reading program for six weeks. Group one used creative drama to support story comprehension. Group two used traditional methods to support story comprehension. Group three was the control group. Participants in the study had true-to-life experiences by making use of reading strategies such as decision-making, working out social problems, and creating dialogue all of which leads to a kind of exploratory learning. The instrument in this study was a test. The finding of the study showed that participants' reading comprehension skills improved through using drama in teaching. According to the findings of this study, group two, scored significantly lower. They were not engaged in any creative activities during the study. Group three scores were the lowest. According to DuPont, drama helped students to score higher because they gained valuable practice in creating clearer mental

images of the written material as they were called upon to act out what they read. DuPont concluded that comprehension skills are enhanced through a reading program that utilizing the use of drama technique in teaching.

Bidwell (1990) conducted a study about using drama to increase reading motivation, comprehension and fluency. Bidwell discussed how reading comprehension can be improved, how reading fluency is positively affected, and how reading motivation is increased through drama in the reading classroom. Bidwell conducted his study on (33) learners of English Language. Bidwell presented many ideas for incorporating drama into the classroom. Data were collected via post test and a questionnaire. The findings of the study showed that drama had a significant role on increasing students' motivation, comprehension and fluency.

Grainger (1998) studied drama and reading: illuminating their interaction. This study examined the relationship between drama in learning and reading. Grainger argued that, through the study of the interaction and examination of parallel processes at work, the potential of drama as a learning tool about reading is revealed. Grainger explored the relationship in drama session which highlights some cognitive similarities in the common search for meaning. The findings of the study showed that there was a positive relationship between reading comprehension and drama in learning. Participants in the study showed a positive progress in reading when they taught through using drama.

Rose, Parks and McMahon (2001) focused on improving students' reading comprehension with the use of drama techniques. The researchers linked imagery to comprehension. For example, drama requires actors to visualize an image of a scene and all its elements so that it creates a meaningful story. This requires an understanding of the content, sequence, and timing. In this study, (45) students improved their reading scores on a wide range of standardized reading tests after the treatment. This treatment involved four hours of daily work for students as young as 9 years of age. Because visualization is very important for making texts comprehensible for students acquiring a second language, Readers' Theatre and role-play may help the learners understand the sequence of a story and comprehend the texts.

Rose et al (2001) examined drama activities and reading improvement. In this study (94) students were in an experimental group, and (85) were in a control group. The group receiving the treatment had twenty sessions over ten weeks. Each session included silent reading, listening to the story read by the teacher, discussion, dramatizing, and re-telling. The Iowa Test Basic Skills (ITBS) was one of the measures used for pre and

posttest comparison. The experimental group showed significant improvement, and this group consistently improved an average of three months more than the students who were in the control group, after controlling for any pretest differences between groups. A performance assessment was developed to measure the extent of improvement of reading skill and drama skill. This test measured factual-verbal, inferential-verbal subscales and provided a second method in addition to the ITBS. Students were required to enact a scene from a narrative text. English language learners would positively have the same chance to show improvement in reading if they were to receive a similar intervention.

Ally (2005) studied the effect of using stories on sixth grade students' comprehension of narrative texts in Egypt. The instrument of the study was a test. The sample of the study consisted of (37) students. Control group consisted of (30) students. After going through storytelling process, one of drama activities, the means of the pre and post test for the two groups were calculated. The results of the study showed that the students' comprehension improved due to using drama technique. Story program seems to help students of English language obstruct the episodic sequences and the metastructure of the story.

Bridges (2006) conducted a study about effects of 'Readers' Theatre' on English language learners. He conducted a quasi- experimental study that involved a treatment group of English Language Learners (ELLs) that was compared to a control group of English language learners. The participants of the study were pre-tested in oral language and reading comprehension and post-tested in these areas. The experimental group was taught during a 10-week period through the use of the 'Readers' Theatre' technique. A Readers' Theatre Script was read and rehearsed daily for two weeks, and performed for peers and video taped at the end of the two week period. Five different scripts were used during the intervention and the students stood or sat when performing. The control group followed the regular reading program. The results of the study showed that there was a significant improvement in oral language, reading fluency and reading comprehension in the treatment group receiving Readers' Theatre.

Hsu (2006) studied the impact of dramatic activities on the English reading comprehension of EFL eleventh graders in Taiwan. The dramatic activities were developed within existing themes in the EFL classroom. The study was a qusi- experimental design. The sample of the study consisted of (165) students. Experimental groups consisted of Group A and Group B, the control groups contained Group C and Group D. Students were exposed to 300-minutes of English instruction per week for eighteen weeks, for a total

of ninety hours of class time. Data was obtained from (83) students in the experimental groups and (82) in the control groups. The two assessment instruments were a thirty-question reading comprehension test and a seven-item questionnaire designed by the researcher. Data from this study led to the following findings:1)dramatic activities enhanced comprehension for high-school students; 2) dramatic activities provided another effective way to learn the grammatical rules; 3) aside from the impact on reading comprehension, dramatic activities had a great influence on their skills such as speaking and listening, and writing; 4) dramatic activities motivated language learners; 5) dramatic activities provided a rich, memorable physical context for learning and 6) drama created an atmosphere for cooperative and social learning.

Gungor (2008) studied the effects of drama and traditional methods on primary school students' use of reading strategies, on their attitudes toward reading, and on their study perception of the drama method. The instrument of the study was a test. The study was conducted on fifth grade students (experiment = 28, control = 26) of Turkish language course at a state elementary school in Izmir. The results of the study showed that drama method is more effective than traditional methods with respect to strategy use. There is difference between the groups in terms of attitudes toward reading. Also students have positive perceptions of the drama method. They were motivated to learn through using drama.

2.3 Summary

Drama in teaching is very effective. Also, the use of drama in teaching English as a foreign language can be viewed as learning through experience: both an experience of our own and that of others, by acting or taking roles (Wesseles, 1987).

"Drama derived from the Greek verb dran, meaning 'to act' or 'to do', refers to actions or deeds as they are performed in a theoretical setting for the benefit of a body of spectators." Grolier cited in (Ranger, 1995, p.8).

In this study, drama is a teaching technique stretching across teaching English as a foreign language to facilitate and deepen the skill of reading comprehension.

As far as to the researcher's knowledge, this present study is one of the first studies to be conducted in Jordan on the effect of drama technique on the reading comprehension skill. However, the present study is, in general, similar to some reviewed international studies (Gungor, 2008; Hsu, 2006; Bridges, 2006; Ally, 2005; Rose, Parks and McMahon, 2001; Rose et al, 2001; Grainger, 1998; Bidwell, 1990; DuPont, 1989; Karabas and Leinwein

cited in (Abu-Helu, 1997) in its aim of investigating the effect of drama technique on reading comprehension of the students. All the reviewed studies showed that drama technique had a significant effect on improving students' reading comprehension skill.

From the researcher's view, this current study is different from the other ones. The previous reviewed studies were conducted in the west countries, except (Ally, 2005) is conducted in Egypt and on the primary stage students, In contrast, this study is conducted in Jordan and on the first secondary students. It is obvious through the reviewed literature that more research are needed to investigate the effect of using drama technique on the students' reading comprehension skill in English language in order to face the difficulties that teachers or students encounter in the teaching/learning process of reading comprehension. Therefore, the current study attempts to investigate the effect of using drama technique on the enhancement of reading comprehension achievement in English language.

Chapter Three
Design and Methodology

This chapter covers the description of the population of the study, the selection of the sample, the design, the instructional material, the instruments, as well as validity and reliability of the instruments, the procedures, and the statistical analysis.

3.1 Population

The population, of the current study consisted of all first secondary grade female students in all female public schools in Al-Ghour Directorate of Education during the second semester 2009/2010, where the population is calculated to be (360) female students.

3.2 Sample of the study

The sample of the study consisted of (41) students as distributed in two sections of the first secondary grade at Zanobia Secondary School for Girls. The procedures used in the selection of the sample were as follow:

1- As a teacher in Zanobia Secondary School for Girls in Al-Ghour Directorate of Education, the researcher selected this school purposefully because it was convenient and accessible.

2- There are two sections already in the selected school; one section (21 students) was selected randomly to be an experimental group where drama technique was to be employed. The other section (20 students) was assigned as being the control group that was taught the same reading comprehension texts by the traditional method mentioned in the Teachers' Guide (Action Pack 11).

3.3 Design of the study

This study followed quasi-experimental research design. There were two groups, one as an experimental group and another as a control group. The following represents the design of the study;

O X O
O - O

Where O1 refers to the pre-test on the experimental group. As for O3, it refers to the observation of the pre-test on the control group. O2 is concerned with the post test of the experimental group. O4 refers to the control group. X refers to the drama technique experiment in the study. The study had an independent variable (the teaching technique), which consisted of two levels:

a- Drama technique.

b- Traditional method suggested by Teachers' Guide.

However, the study included the dependent variable which is the students' achievement on reading comprehension.

3.4 The Instructional Material

The instructional material of the study consisted of three reading comprehension texts which were chosen from the English textbook Action Pack 11 by Simon Haines (2009) assigned for first secondary grade (appendix I). The researcher made a general plan for teaching the selected texts according to using drama technique (appendix II) and lessons plans for teaching the texts by the traditional method (appendix III). These plans were checked by three English teachers and supervisors. All of them agreed that the lesson plans were right and appropriate to the purpose of the study. Also, the three reading comprehension texts were rewritten in a drama form in order to fit using drama technique and easily presented and acted by the students. The researcher with the help of a teacher of thirty years experience who is interested in using drama in teaching English inside the classroom rewrote the three texts to fit using drama in teaching (appendix IV). Also, they were judged by an experienced university professor specialized in drama at Mu'tah university. The first text "Festival" was rewritten as a dialogue between three speakers about Eid Al-Adha festival and a popular festival in China. The second text "On Camera" was rewritten as a television interview with three persons using camera in their professions, whereas the third text "Coffee houses" was rewritten in a form of meeting between a journalist and persons interested in talking about the coffee and coffee houses. The researcher took into consideration the following points while preparing to rewrite the reading comprehension texts to fit using drama in teaching:

1- The content of the new forms goes with the instructional objectives.
2- The content of the new forms is related to real life situations.
3- The number of participants in each scene is appropriate with the size of the classroom.
4- The equipment, furniture and décor that are required for acting in the classroom are simple and available in the school.
5- The language of the new forms is easy to be used and memorized by the participants.

The new forms of the texts were validated by the supervisor and some drama specialists. They were asked to validate the new forms in terms of the language and clarity to first secondary grade students' level. There were some comments on the language of the new forms of the original texts. They were modified according to the given modifications (appendix IV).

3.5 Instruments of the study

To successfully conduct this study, the following instruments were designed and used:

1- A pre-post reading comprehension achievement test was designed by the researcher according to Iowa reading comprehension test of basic skills. The pre-post test was designed to assess the students' levels of reading comprehension before and after the treatment (appendix V). The test also measured the basic concepts and skills considered in Iowa reading comprehension test of basic skills: comprehension, vocabulary and decoding. (Gronlund, 1990,p.272) stated that "Iowa reading comprehension test of basic skills represents the following objectives for the reading comprehension:

   a- To recognize and understand factual details and relationships.
   b- To infer underlying relationships.
   c- To develop generalizations from the selections".

Also, the researcher took into her account (Bloom's,1964) classification of objectives as the following; knowledge, comprehension, application, analysis, synthesis and evaluation while writing the questions of the test.

The test reflects the following levels:

a) Level of knowledge (questions: one, two, six)
b) Level of comprehension (questions: three, seven)
c) Level of application (questions: four, eight, nine)
d) Level of analysis (question number five)
e) Level of evaluation (question number ten)

The reading comprehension test was designed according to a table of classifications that consisted of the three selected texts and the weight of each of these texts according to the number of the objectives in each text. However, the reading comprehension text included the following types of questions:

a- Information questions to test students' knowledge and ability of generalizations.
b- Multiple choice questions to test application, generalization and knowledge.
c- Reference questions to find what certain pronouns refer to in the texts.
d- Vocabulary questions requiring the students to give the meaning of words and use words in context to complete given sentences.
e- Evaluation question to test students' ability to evaluate and appreciate things and actions.

f- Completion question to test facts, information and students' knowledge.

2- Non –participant observation checklist (appendix VI) that measures the students' performance, comprehension and behavior while learning the texts through drama technique. The researcher prepared the checklist with the help of the study supervisor. The checklist consisted of twenty six items with two levels for each item; yes or no.

3.5.1 Instruments Validity

To guarantee the validity of the instruments, they were given to a jury of experts; two experienced university professors in teaching English as a foreign language, two experienced professors specialized in evaluation and measurement, two English language supervisors, three English language teachers and one experienced university professor specialized in drama. They were asked generously to validate the content of the instruments concerning their clarity, suitability, relevance and appropriateness to the objectives of the study. Some modifications of rewriting the questions and adding some words to the questions were recommended such as in the following questions:

Question number two: Think of possible explanations or reasons in answer to these questions.

Question number four (2nd item): The opposite of offer is…

Question number six: For each of the following statements about the texts, choose True (T) or False (F).

Also, Some modifications of deleting questions that were recommended such as in question number nine: Write the main differences between webcams and closed circuit television cameras. The reason of deletion was the similarity between this question and another one in the test.

After conducting the modifications suggested by the jury, the questions became as the following:

Question number two: Give possible explanations to answer the following the following questions.

Question number four (2nd item): The opposite of offer as a verb is…

Question number six: Read the texts and decide whether the following statements are true (T) or false (F).

Question number nine was replaced by the question "Complete the following statements as discussed in the texts.

The jury suggestions were studied carefully, and the necessary modifications were made accordingly.

3.5.2 Test Reliability

To obtain the reliability of the test, it was conducted on a sample which was randomly selected of the population of the study and it consisted of (18) first secondary grade students at Al-Mazra'a Secondary School for Girls

Three weeks later the same test was administered again to the same sample. The reliability coefficient of the two scores of test was calculated by using Pearson correlation coefficient which was appointed as (0.97). This value was educationally appropriate to the purpose of the study. KR20 was calculated as indicator to internal consistency of test items which was calculated as (0.80). This score is accepted educationally to conduct this study.

3.6 The Procedures of the study

1- Upon obtaining the permission from Al-Ghour Directorate of Education and the headmistress of Zanobia Secondary School for Girls to conduct the study, the two sections of first secondary grade in the school were selected for participation in the study. One section was chosen randomly as the experimental group which was taught through using drama technique and the other section as the control group which was taught through using the traditional method.
2- A pre-test was given to the two groups in order to check the equivalence of the students before the experiment.
3- The researcher divided the students in the experimental group into three groups according to their linguistic levels (high, intermediate, low) according to school records of students assessment as the following: below 60% is low achievement, from 60% - 79% is an intermediate achievement and above 79% is high achievement (MoE,2005).
4- The researcher pointed the three texts to the students in order to prepare them and ask any possible questions before the classes begin.
5- The researcher rewrote the texts in a form of drama and gave them to the students in order to have opportunity to prepare, try and memorize them under the supervision of the teacher.
6- The researcher read about drama and how to use this technique inside the classroom in order to be able to use and apply it effectively. The researcher also provided the participants with many ideas as well as many questions that need to be answered before starting to teach using drama technique.

7- The experiment lasted for three weeks amounting to (30) hours where each day lasted for (2) hours of the training in the academic year 2009/2010.

8- Throughout the three weeks, the researcher taught the experimental group the texts after modifying them to new forms (appendix IV) through using drama technique. Whereas, the control group was taught the same texts as they are in the book (Action Pack 11) by Simon Haines through the traditional method (appendix III).

9- By the end of the third week, the two groups were tested again at the end of the experiment by means of a post-test which was originally used as a pre-test to check the effect of using drama technique on the development of reading comprehension achievement and their linguistic levels in the reading comprehension. Also, the researcher used the checklist to measure the students' behavior while acting in the experimental group.

10- After applying the study, collecting data and analyzing these data, the researcher answered the answers of the questions of the study.

3.7 Statistical Analysis

To answer the research questions, the researcher followed the following procedures:

1- A t-test of the independent groups was conducted to test the equivalence of the two groups; (the control and the experimental group).

2- Descriptive statistics were used to describe properties of the variables of the study (dependent and independent variables) in terms of means and standard deviation in order to analyze the results of the post-test of the two groups.

3- To answer the first question of the study, t-test was used for the dependent variable.

4- To answer the second question of the study, One-way ANOVA was used to test the significance of the differences between the three levels (high, intermediate, low) and Sedak for Multiple comparisons was used.

5- Percentages of the participating students' behavior (through the checklist) were calculated in order to be able to describe the figures obtained by statistical tests.

Chapter Four
Findings, Discussion and Recommendations

4.1 Findings of the Study

The aim of the study was to investigate the effect of drama technique on the development of Reading comprehension of first secondary grade female students in Al-Ghour Directorate of Education during the second semester of the academic year 2009/2010.This chapter presents the findings of the study, the discussion of the findings and recommendations.

The researcher carried out statistical analysis to found out the means and standard deviations for their scores on the pre-test which was constructed by the researcher and to examine the equivalence of both control and experimental groups. Table (1) shows the means and standard deviations of the control and experimental groups on the pre-test.

Table (1)
Pre-test results for experimental and control groups

Group	Number of students	Means	Std. Deviation
Control	20	46.75	11.30
Experimental	21	46.14	14.46

Table (1) shows that there are slight differences between both groups (control and experimental) in favor of control group, where the mean score was estimated as 46.75 for the control group. While the mean score was estimated as 46.14 for the experimental group. To see whether there is a statistically significant difference between the achievement of the two groups on the pre-test, t-test was carried out. Table (2) shows the results on t-test.

Table (2)
T-test achievement results on the pre-test

	t	DF	Sig
Total Pre-test	1.49	39	.245

Table (2) shows that there is no statistically significant difference between the achievement of both groups on the pre-test at ($\alpha \leq 0.05$) where t was estimated as 1.49 which is below the significance level. That is, t value of t-test shows that both groups are equivalent.

Findings related to the First Question: "What is the effect, if any, of using drama technique on enhancing the reading comprehension achievement of first secondary class female EFL students in Al-Ghour Directorate of education?"

To answer this question, the means and the standard deviation scores of the control and the experimental groups achievement on the post-test were explored. Table (3) shows the results of the post-test.

Table (3)
T-test achievement results for the experimental and control groups on the post-test

Group	Number of students	Means	Std. Deviation	t	DF	sig
Control	20	45.95	9.46	-4.57	39	.010
Experimental	21	59.23	9.12			

Table (3) shows that the experimental group which studied three selected reading texts through using drama technique achieved higher scores in the post-test than the control group which studied the same texts by the traditional method. Mean score (59.23) of the experimental group was higher than the mean score (45.95)of the control group.

In order to clarify any statistical differences between the two groups on the post-test results, a t-test was conducted. The t-value (-4.57) shows that there were statistically significant difference ($\alpha \leq 0.05$) in favor of the experimental group which was taught through using drama technique. This means that the experimental group which was taught through using drama technique achieved higher scores in the post-test than that of the control group which was taught by the traditional method.

The researcher, also, noticed through the application of drama technique in reading comprehension classes, that students showed development in their reading comprehension. Such development was obvious through the checklist of student classroom behavior observation that the researcher used while students were performing. Table (4) shows the observed skills that are developed due to using drama in reading comprehension classes.

Table (4)
Observation Checklist Results on student's classroom behavior

No	Observed Skill	Number of students	Percentage
1	showing positive attitudes toward learning through drama	21	100%
2	Showing high motivation towards learning through drama	20	95%
3	answering questions	20	95%
4	participating in classroom discussions	19	90%
5	Showing interest and enjoying classroom environment	19	90%
6	using words that are well-suited to the purpose and audience	18	86%
7	extracting specific information from the text	18	86%
8	retelling the theme/gist in the texts	18	86%
9	expressing her opinion about texts meaningfully	18	86%
10	using emotional appeals where appropriate	17	81%
11	answering most questions and building better relationships with other students	17	81%
12	responding in a concise, grammatically correct and appropriate way to questions	17	81%
13	asking questions	16	76%
14	organizing ideas in a meaningful way	16	76%
15	giving clear and relevant answer	16	76%
16	giving answers with explanations and reasons	16	76%
17	identifying main points in the texts	16	76%

Table (4) shows that most of the observed skills are developed because of using drama in reading comprehension classes. Students achieved

high scores in the post-test because they are (through the drama technique) more motivated. 95% of the participating students were motivated towards learning through drama. All participating students showed positive attitudes towards the reading class. 90% of them participated and showed interest in the lesson. Also, 86% of them were able to use words that are well-suited to the purpose of the lessons and discussions, extract specific information, retell the theme and express their opinions about the text meaningfully. Based on the observation checklist, 81% of the students in the experimental group were able to answer most questions raised by the teacher or other students, respond in a grammatically correct and appropriate way to the questions, build better relationships with other students and showed increased progress in using emotional appeals where necessary to add reality on the situation of acting. These results are in consistent with (Hammad, 2001) and (Hsu, 2006) who stated that the use of drama technique creates sociable and cooperative learning environment and changes the passive role of the students to be more confident in themselves and aware of their needs and interests. However, when it comes to reading skills (ideas, grammar, explanation and main ideas) most students (not less than 76% of students) showed a good command of such skills. This means that the experimental group which was taught through using drama technique had the opportunity to enhance and develop their reading comprehension skills. Therefore, drama positively affected reading comprehension achievement of students in the experimental group.

Findings related to the Second Question: " Is there any statistically significant effect of using drama technique on the first secondary grade female students' reading comprehension achievement according to their linguistic levels (high, intermediate or low)?

To answer this question, the researcher referred to the formal school records of students assessments to divide the experimental group students into three groups according to their linguistic levels (high, intermediate or low). The researcher classified the students as the following manner: (below 60% as low achiever, from 60% -79% as an intermediate achiever and above 79% as a high achiever) this classification was based according to the criteria of the Jordanian National tests (MoE, 2005).

Table (5) presents the mean scores and standard deviations of the experimental group on the pre-test and post-test according to their linguistic levels (high, intermediate or low). Table (5) shows that:

Table (5)
Pre and post test results according to the linguistic levels of students at the experimental group

		Pre-test		Post-test	
Groups	Number	Mean	Std. Deviation	Mean	Std. Deviation
high	8	55.75	12.76	63.50	9.76
intermediate	6	48.83	4.11	61.66	5.20
low	7	32.85	12.50	52.28	7.54

Table (5) shows that there are differences in the mean scores of the experimental group on the post-test results according to their linguistic levels. Mean score was calculated as 63.50 for the high level achievers, where this was estimated as 55.75 in the pre-test. The mean score was estimated as 61.66 for the intermediate level achievers which was calculated as 48.83 in the pre-test. However, the mean score was estimated as 52.28 for the low level achievers which is compared to 32.85 in the pre-test results.

It was essential to find out whether or not these differences are statistically significant. Thus, an analysis of one-way ANOVA was employed. The results of the analysis are shown in Table (6).

Table (6)
One-way ANOVA for the post-test of the experimental group

Source	Type III Sum of squares	DF	Mean Square	F	Sig
Levels	519.048	2	259.524	4.081	0.03
Errors	114.762	18	63.598		
Total	1663.810	20			

Table (6) shows that there were significant differences among the students in the experimental group on the post-test results due to their linguistic levels. To find out whom these differences refer to, (Sedak) for Multiple Comparisons was used. The results of the analysis are shown in Table (7):

Table (7)
(Sedak) results for Multiple Comparisons between linguistics levels of students

Group (I)	Group (J)	Mean Difference (I-J)	Sig
high	intermediate	1.833	.966
	low	11.214*	.042
intermediate	low	9.381	.134

As displayed in table (7), the results indicate that there are statistically significant differences between the mean scores of the high level of the students and the mean scores of the low level of the students due to the high level of the students which means that using drama technique has a positive effect with all levels but the great effect was on the students of low level.

4.2 Discussion of the Findings

The main aim of this study was to investigate the effect of using drama as a teaching technique on the development of Reading comprehension achievement of first secondary grade female students in Al-Ghour Directorate of Education during the second semester of the academic year 2009/2010.

The results of the t-test showed that there was no statistically significant difference between the achievement of the experimental and control groups on the pre-test. This indicated that the two groups were equivalent at the beginning of conducting the study.

The results of this study proved that students in the experimental group showed significant development in their reading comprehension achievement as measured by the post-test scores on the reading comprehension achievement test that was prepared by the researcher. By contrast, no such development in the reading comprehension achievement was evident for the students in the control group that was taught by the traditional method. This proved that drama technique affected the students' reading comprehension achievement positively.

The possible explanation of this result is due to students' high motivation toward drama as a teaching technique because it was the first time they had ever used this technique while learning English Language. The result of students' increased high motivation due to using drama is in line with the research results of Cox (cited in Ranger, 1995), she found a

strong link between drama and reading. Through her research and experience, she concluded that drama motivates students toward reading, enhances vocabulary and develops greater comprehension.

Based on the students' classroom behavior observation that the researcher used while applying drama technique in reading comprehension classes, the researcher noticed that 95% of students in the experimental group showed great motivation towards using drama in teaching reading comprehension and 90% of students in the experimental group enjoyed and showed interest in the English language reading comprehension classes. The positive effect of using drama as a teaching technique on increasing students' motivation towards reading comprehension tended to be consistent with (Bidwell, 1990) who revealed how reading comprehension can be improved positively because of students' high motivation and attitudes toward using drama inside the classroom. In addition, (Hsu, 2006) pointed out that dramatic activities enhanced reading comprehension and motivated language learners by creating an atmosphere for cooperative and social learning.

In addition, (Rose, Parks and Mc Mahon, 2001) pointed out that drama enables students to understand the importance of what they read and to increase their reading and learning abilities because of their high motivation to learn. In short, students in drama classes go beyond reading quietly in class and answering some comprehension questions about what they read. The drama technique in contrast to the traditional methods motivates students to read voluntarily on their own. While traditional methods consider students passive recipients of knowledge. This result supports the results of (Gungor, 2008); he concluded that drama helps students come to a greater degree of self-realization and motivation.

A second explanation of the results obtained by the first question of the study was due to students' positive attitudes toward English language instruction delivered through the integration of drama technique. Based on the results of students' classroom behavior observation, 100% of the students in the experimental group had a positive attitude toward using drama, because it is a teaching technique that provides students and teachers with necessary tools for decoding and interacting while reading and breaking the routine of silent or group reading. Students in the experimental group showed interest and joy in reading and performing through the use of drama. The same result is in line with (Gungor, 2008) who revealed that drama activated the students' bodies in addition to their minds and let them physically involved in the reading lessons. In his research, (Gungor, 2008) found out that drama improved students' communication skills and helped them to build better relationships with their peers, so they had positive

attitude toward drama. Students indicated that, through drama, they can express their feelings and ideas without being embarrassed. Also, (Hammad, 2001) stated that students' attitudes towards English as a foreign language are changed positively by the effect of using drama in teaching. In the present study, 90% of students in the experimental group participated in classroom discussions and 81% of students in the experimental group answered most questions from other students and built better relationships with other students while performing. Students recognized the need for increasing their vocabularies and comprehension because they have a real purpose for knowing the right words while they are in character so 86% of the students in the experimental group used words that are well-suited to the purpose and audience. This result may be due to students' positive attitudes towards using drama in teaching reading comprehension.

Through discussions, which were after acting, between the students in the experimental group and the researcher, students remarked that drama enabled them to understand the importance of reading, to increase their reading speed and to develop more positive attitudes toward reading. Students also stated that drama should be used with the learners of English Language because it helps them to enjoy reading, to improve their reading comprehension and to make them generally more aware of themselves and their abilities. These findings are obtained by other research findings such as (Bridges, 2006; Hsu, 2006; Ally, 2005; Rose et al, 2001; Bidwell, 1990; Du Pont, 1984).

A third explanation of the results obtained by the first question of the study was due to the positive effect of drama on the students' ability to retell the main points and details in texts. Drama helped students to remember the information in the text which led to an understanding of the text. Eighty six percent of the students in the experimental group were able to retell the theme and extract specific information from the text. This result is the same as the result of (Hsu, 2006) who concluded that drama technique helped students to retell the main points in a text.

Also, the findings of the study revealed that there were statistically significant differences between the students of the experimental group on the post-test according to their linguistic levels (as high, intermediate, low achiever) due to the high level which means that using drama as a teaching technique was more effective with all levels. Drama had an effect on students' achievement according to their levels. This conclusion is consistent with the results of (Du Pont, 1989) which concluded that the use of drama in teaching could help the students who are at risk to get improved in a noticeable way. The effect of drama was noticeable on all students of the

three levels. This result is in line with the research results of (Akey, 2006) who revealed that there is a positive association between the enjoyable, relaxing and friendly learning atmosphere with students' level of engagement, as well as, their academic gain. This could be considered as one key factor which affected students' language learning improvement.

In the current study, drama was more effective on reading comprehension achievement with the students of high level than the students of low level. The reason might be that the students of low level were afraid of speaking loudly and acting for fear of committing mistakes in front of the whole class and of participating in classroom discussions. Based on the classroom behavior observation 50% of low achiever students in the experimental group offered suggestions and ideas that contact with the ideas of other. They were to some extent shy and afraid of being engaged in discussions and suggestions. It is also possible that the students of low level may have had difficulty expressing their thoughts while acting, and as a result they showed a little improvement through using drama in reading comprehension classes. This little improvement in reading comprehension class is a good sign that they achieved a good progress in reading class if it is compared to their achievement before learning through drama technique.

Mattevi (2005) showed that teaching through traditional methods push students to memorize texts instead of comprehending them, which then produces reading difficulties and negative attitudes toward reading. By contrast the use of drama as a teaching technique equips language teachers with an opportunity to create realistic situations in which students have a chance to learn to use the English language in context, comprehend what they read and clarify their ideas. About 76% of the students in the experimental group organized their ideas in a meaningful way and their answers were clear and relevant to the texts.

4.3 Summary

Drawing from the findings of the study, it could be concluded that drama technique was effective on the enhancement of the reading comprehension of first secondary grade TEFL students in Al-Ghour Directorate of Education. The statistically significant differences between the mean pre-test and post-test reading scores suggested that students in the experimental group benefited from using drama technique in reading comprehension classes.

Generally, the drama technique and its use in teaching had a great impact on students' reading comprehension achievement. The Reading comprehension of First secondary Grade students in Al-Ghour Directorate of

Education was developed and enhanced through using drama technique. Also, the application of drama technique enabled learners with different linguistic levels to develop and enhance their reading comprehension achievement. Students with all levels showed increased and high improvement in reading comprehension classes. These findings are consistent with the findings of researches done by (Bridges, 2006; Hsu, 2006; Ally, 2005; Mattevi, 2005; Hammad, 2001; Rose et al, 2001; Bidwell, 1990; Du Pont, 1984).

The present study proposed a teaching technique (drama technique) for enhancing and developing reading comprehension for first secondary grade in Zanobia Secondary School compared to the traditional method. The results of the study showed that drama technique was effective when compared to the traditional method. Using drama technique gives students an opportunity to enhance their reading comprehension and be active readers. The use of drama technique encourages students to leave their seats, get together with other students, discuss ideas and have good relationships and social atmosphere in the classroom. It also offers teachers of English an opportunity to make the class as learner-centered through showing increased motivation and attitudes. The current study embodies an invitation to use drama technique for better language teaching/learning process.

The significance of the present study lies in introducing an effective technique for improving reading comprehension, which in turn, revealed points of strength in trying to master reading comprehension via using drama technique.

4.4 Recommendations

Based on the findings of the study, the researcher suggested the following recommendations:

1- Further experimentations under different conditions for longer time duration is recommended on other English language skills like speaking, grammar and writing.
2- The drama technique should be introduced as a major technique of teaching English language in Jordanian schools for advanced learners since it connects listening, speaking, reading and writing.
3- Supporting schools with the necessary theatre and drama equipments in order to be available to be used at any time of the instructional period to add more fun and reality to teaching through using this technique.
4- Holding workshops to train Jordanian teachers on how to use drama as a teaching technique in the reading comprehension lessons.

References

Abu-Helu, S.(1997). **The Effect of Using Drama on the Oral Proficiency of ninth grade students in Jordan.** M.A.Thesis. Yarmouk University, Irbid, Jordan.

Akey, T. (2006). **School context, students attitudes and behavior and academic achievement: An exploratory analysis**. August 10, 2010. Available on: http://www.mdrc.org/publication/419/full.pdf

Alderson, J & Urquhart, A. (1984). **Reading in a foreign language**. Longman Inc, New York.

Al-Eidi, R. (2010). **The Effect of Using Creative Thinking Skills on the Development of Reading Comprehension of Female Tenth Grade Students in Southern Al-Mazar Directorate of Education**. Unpublished M.A. Thesis. Mu'tah University**,** Jordan.

Ally, A. (2005). The Effect of Storytelling on EFL Students' Comprehension of Narrative Texts in Egypt. **Language Teaching**, 4 (12). 22-30.

Barbu, L. (2007). Using Drama Technique for Teaching English language. **TEFL Journal**, 4(2). 30-36.

Bidwell, S. (1990). **Using drama to increase motivation, comprehension and fluency**. March 15, 2010. Available on: http://www.eric.net/eric/EJ412996.htm

Bloom, B. (1964). **Taxonomy of Educational Objectives**: Hand book, Cognitive Domain. New York, Mekary co.

Bolton, G. (1984). Drama in thinking about drama in education. **Theory into practice**, 24.151-156.

Boran, K. (2006). The Use of Drama in Language Teaching. **ELT Journal**, 33(4). May20, 2010. Available on: http://iteslj.org/Teaching/Chauhan.Drama

Bridges, C. (2006). **Effect of Readers' Theatre on English Language Learner: A strategy for Oral Language and Reading Improvement**. Ph.D. University of Oregon. July 12, 2010. Available on: http://www.proquest.umi.com/pqdweb/3211211

Dougill, J. (1991). **Drama Activities for Language Learning**. Essential language teaching series. Macmillan publishers ltd, London.

Dudin, N . (1994). **The Effect of Using Drama in Teaching EFL on The Development of Oral Skills of Tenth Grade Students in Jordan**. Unpublished M.A. Thesis. University of Jordan, Jordan.

DuPont, S. (1989). The Effectiveness of drama as an instructional strategy to enhance the reading comprehension skills of fifth-grade remedial readers. Unpublished Ph.D. Thesis. The Pennsylvania state university.

Reading Research and Instruction, 31(3).41-52. July17, 2010 Available on: http://www.proquest.umi.com/pqdweb

Farstrup, A. (2002). **What Research Has to Say about Reading Instruction**. Newark, DE: International Reading Association.

Fennessy, S. (2006). Using Theatre Games to Enhance Language Arts Learning. **The Reading Theatre**, 59(7). 688-691.

Grabe, W. & Stoller, F. (2001). **Teaching and Researching Reading**. Harlow, England: Pearson Education.

Grainger, T. (1998). **Drama and Reading: Illumination their Interaction**. New York.

Gronlund, N. (1990). **Measurement and Evaluation in Teaching,** 6th edition. Macmillan publishing company, New York.

Gungor, A. (2008). Effects of Drama on the Use of Reading Comprehension Strategies and on Attitudes Toward Reading. **Journal for Learning through the Arts**, 4(1).March14,2010.Available on: http://escholarship.org/uc/item/4d62r6p9

Haines, S. (2009). **Action Pack 11**. Jordan: Dar Al-Tarbawiyoun House of Education Ltd and Pearson Education Ltd.

Hammad, K. (2001). **The Effect of Using Drama Techniques on Teaching English as A Foreign Language on Ninth Grade Students' Achievement and Attitudes**. Unpublished M.A Thesis. University of Jordan, Amman.

Hammoudh, B. (2000). **Effect of Drama Technique on Achievement of Seventh Grade Students in Jordan**. Unpublished M.A Thesis. University of Jordan, Amman.

Hamzeh, S. (2000). Looking to Put Students on Educational Path to Knowledge-based Economy. **Jordan Times**. August, 2000. Available on: http://www.jordanembassyus.org/080/20004.html

Harp, B. (1988). "Is all that Drama taking valuable time away from Reading". **Reading Teacher**, 41. 938-940.

Hayes, S. (1990). The Use of Drama in English language Teaching. **TESL Canada Journal**, 8(1).20-25. April 12,2010. Available on:http://www.eric.com.

Holden, S. (1981). **Drama in Language Teaching**. Handbook for Language Teachers. Longman Group. London.

Hsu, M. (2006). **The Effect of Dramatic Activities on Reading Comprehension of Senior high school EFL students in Taiwan**. Unpublished M.A . Texas A and M University: Kingsville. March 5, 2010. Available on :http:// proquest.umi.com/pqdweb/id1216711989

Hyde, C. (2002). **A Comparison of the Effect of Two Types of Pre-Reading Vocabulary Lists on Learners Reading Comprehension**. M.A Linguistic Thesis, University of Surrey.

Hyland, K. (1993). Language Learning Simulation: A practical Guide. **English Teaching Forum**, 31(4). 16-21. September 10, 2010. Available on: http://english teaching/forum journal.com

James, S. (1984). Drama and Theatre in Education. England. July 20, 2010.Available on: http://aep-arts.org/files/research/criticallink.pdf

Jolly, D. (1978). **The Establishment of a self-access scheme for Intensive Reading**. British Council Colloquininon on Reading. Longman Inc, New York.

Jones, K. (1982). **Simulation in Language Teaching.** A Handbook for teachers. London, KeganPaul.

Kempe, A &Nicholson, H. (2007). **Learning to teach drama**. New York: continuum.

Mattevi, Y. (2005). **Using drama in the classroom: the educational values of theatre in language acquisition**. Ph.D, State University of New York at Stony Brook. MAY 25, 2010. Available on :http://proquest.umi-com/pqdwebndex

Milory, E. (1982). **Role-play: A practical Guide**. Aberdeen University Press, U.S.A.

Ministry of Education (MoE). (2008). **Toward a Visio for a New Educational System**. March,2010. Available on: http://www.moe.gov.jo/web/forum1/pdf

Ministry of Education (MoE). (2005). **National Education Strategy**. Directorate of Educational research and Development, Jordan. March 10, 2010. Available on: http://www.moe.gov.jo/files/10-12-51%20AM.pdf

Nuttal, C. (1982). **Teaching Reading Skills in a Foreign language (Practical language teaching).** Parkway Group, London.

O'Neil, C. (1989). Dialogue and drama : the transformation of events , ideas and teachers. **Language Arts**, 66(5). 528-538.

Pascoe, R. (1999). New literacies/ old literacies for a new millennium: Drama and the arts as necessary languages for all students. **NADIE Educational Journal,** 23.121-136.

Peter, W. (2009). **Teaching English with Drama.** Korea: Daejeon Teacher Training Center. March, 2010. Available on: http:// TEFL. net/ Drama.

Phillips, S. (2000). **Children Drama**. Oxford: Oxford press.

Ranger . L (1995). Improving **Reading Comprehension trough a multi faceted approach utilizing drama**. (ERIC document , ED 380758). May 10, 2010. Available on: http://www.eric.ed.gov/ERIC web portal.

Robbins, B. (1988). Drama goals are based in pedagogical development and learning theory. May 6, 2010. Available on: http://eric.ed.gov.297402

Rose, D, Parks, M . & McMahon, S. (2001). Imagery based learning : Elementary students reading comprehension with drama techniques. **Journal of Educational research**, 94(1). 55-63.

Ross, E & Rose, B (1977) Creative Drama builds proficiency. **The English Teaching Forum** 13.330-335

Sam, W. (1990) Drama in Teaching English : A communicative Approach. The English Teaching. July15, 2010. Available on: http://www.melta.org/drama/pdf

Salem, S. (1988) . **The Effect of using Drama on achievement of students at primary stage.** M.A. Thesis, University Of Ein shames, Egypt. Jun 17, 2010. Available on: http://www.maktoobbolg.com /redirectlink.phplink=http.

Stewing, J & Buege, C. (1994). **Dramatizing Literature in Whole Language Classrooms**. New York, Teacher college press.

Tortello, R (2004) Tableaux vivants in the literature classroom .
The Reading Teacher, 58(2), 206-208.

Urian, D. (2000) Drama in Education: From theory to study cases. **Theatre Review**, 10(2).1-9. March 3, 2010. Available on: http://www.eric.ed.gov/ERIC web portal

Wessels, C. (1987). **Drama**. 1st edition. Oxford University Press, Oxford.

Yates, G. (2000). **Drama as pre-reading experience: An experimental study into the effects of a brief mantle of the experts approach on comprehension of thematically relevant texts.** University of South Australia, Australia. April 6, 2010. Available on: http://proquest.umi-com/pdqweb?index=6& did=7526355

Yau, M. (1992). **Drama : It's potential As A Teaching and Learning Tool**. August 10, 2010. Available on: http://home.ipoline.com/leap/researchcrticle.htm

Appendix (I)
Reading Comprehension texts as cited in Action Pack 11by Simon Haines (pages,15, 27, 51)

Text One
Festivals

Eid Al-Adha marks the end of the annual pilgrimage to Makkah and is one of the Muslim world's most important festival. It is sometimes translated into English as 'The Feast of Sacrifice' and a day of remembrance for all the kindness and the hardships in the world.

Families and communities gather early in the morning for communal prayers, and people wear their finest clothes. Eid Al-Adha is a time for unity among Muslim communities throughout the wider world. It is a time to celebrate shared values, virtues and faith. It is a day of family, rather than of public celebration, and often a chance to see distant relatives. Large meals of traditional food are prepared and then shared by one's nearest and dearest. Families often give one third of the meat to the poor. Eid Al-Adha, as well as being a feast of thanksgiving, is a time of forgiveness. During the day, people are encouraged to offer forgiveness to those who have done them wrong. This symbolizes the idea of a 'new-start' that is at the centre of Eid Al-Adha.

The Dragon Boat Festival is in memory of Qu Yuan, a Chinese government minister who lived more than two thousand years ago. The people loved him because he was a good man who worked hard to make China a better country. He died by drawing in a river, and the festival takes place every year on the anniversary of his death. It is celebrated in June all over China.

Thousands of people come to watch the Dragon Boat races, which are the most exciting part of the festival. The boats are usually brightly painted and can be 35 meters long. The front of each boat is a dragon's head with an open mouth and the back is a dragon's tail. Before the race begins, eyes are painted on the dragon's face to bring them to life. The largest boats need 80 rowers, and at the front of each boat there is a drummer and a 'flag catcher'. The winner of the race is the first boat to catch the flag. The traditional food for the festival is riceballs, filled with either eggs, beans, fruits, mushrooms, meat or a mixture of these.

Text Two
Uses of TV Cameras

In many hospital operations these days, tiny television cameras are being used by surgeons to see exactly what is happening inside their patients' bodies. This called Keyhole surgery, because the doctors can do operations through a small hole in the patient's body, instead of having to make a large cut. Television pictures are sent to a monitor which the surgeon watches as he or she carries out the operation. Medical staff say that by using the latest technology they can see inside the patient's body as clearly as if they were looking through a window. Keyhole surgery makes operations safer and more comfortable for patients, and less complicated for doctors.

More and more closed circuit television (CCTV) cameras are being positioned high above city centers and motorways to enable the police to check for accidents and traffic problems. The cameras are controlled remotely by traffic police who use the information to help keep traffic moving on roads. This information is also used by radio and television stations which broadcast up-to-date traffic news.

Film-makers use special cameras and video recorders to make animated films one frame at a time. First, the models of the characters are put into their positions, then filming can begin. After each frame has been filmed, the models are moved. Using this very slow process, models often have to be moved over a thousand times to make one minute of the final film. This means that a full-length film can take several years to make.

Another type of film camera is the web camera, a piece of equipment which is connected to the Internet. Webcams are being used more and more by people who want to share moving pictures with each other. One of the most popular uses is video calling or video conferencing, where people can see each other while they are having a 'telephone' conversation. Webcams are often positioned on top of a computer, pointing towards the user.

Text Three
Coffee Houses

Where do business people go these days to find out the latest business news or to keep up to date with scientific development? The answer is simple: they log on to the Internet. Three hundred years ago, the answer was just as simple: they went to coffee houses. There, for the price of a cup of coffee, people could read newspapers, catch up on the latest news, listen to scientific lectures, do business, or chat about the state of the world.

The European coffee houses of the early 1950s were mainly for businessmen, writers, politicians and scientists. Like today's websites, coffee houses were exciting places to be, but you could never be sure that information you found there was accurate. In the early days, only men went to coffee houses because people thought that coffee was bad for women's health. Coffee itself was first grown in Ethiopia, where people brewed the beans. From there, it spread to Arab countries, where it soon became very popular as a drink. People liked it because it had an interesting taste and gave them energy when they felt sleepy.

The first coffee house in London was opened in 1652 by Pasqua Rosee, who was from Turkey. Coffee was an immediate success and large numbers of coffee houses opened.

The servants of important men went from one coffee house to another and passed on the latest news stories about what politicians were doing or what was happening on the other side of the world. London coffee houses were very pleasant places with their bookshelves, mirror, pictures on the walls and good furniture. They were calm places where people talked politely to each other. If anyone started an argument, he had to buy a drink for everyone in the coffee house. During the next hundred years coffee spread to other western countries, wherever at first drank it as a medicine. Soon it became a social drink, just as in the Arab countries and Britain. In Jordan, serving or drinking coffee has been at the heart of the country's famous hospitality for many centuries. Conversations and discussions are made over a cup of delicious Jordanian coffee. A guest's coffee cup is never empty in a Jordanian home; only when the guest tips the empty cup from side to side does the host stop refilling it with hot, black coffee. Coffee is still central to the way people work, relax and socialize in Jordan, as well as across the rest of the world.

Appendix (II)

(General lesson plan for teaching the experimental group using drama technique)

General plan for teaching the texts using drama technique

The major plan, which is to be followed throughout applying drama technique in the classroom consists of the following main head titles:

I-Objectives:
1- Students should be able to answer comprehension questions based on the texts
2- Students should be able to discuss certain situations and ideas based on the texts such as:
- Why was the first one who constructed the first coffee house in London from Turkey?
- How do television stations broadcast traffic news through using certain types of television cameras?
3- Students should be able to identify new words in the texts
4- Students should be able to give the meaning of new words in the texts
5- Students should be able to compare and contrast between ideas in the texts.
6- Students should be able to use new words in context and meaningful sentences
7- Students should be able to find what certain pronouns in the texts refer to

II-Content (subject matter):
Festivals, On Camera and Coffee houses in Action Pack 11. They are rewritten in a form of dialogue.

III-Procedures:
Teacher's role:
1- Teacher should discuss the theme of each text with the whole class and relate it to real life situations
2- Teacher should read the dramatized texts to the students, explain them, and make them clear to the students in order to be easy for them to understand the dialogues before acting them
3- Teacher should ask questions about the texts in order to make sure that students understand the main ideas in the texts
4- Teacher should divide students into groups in order to act out the new forms of the texts
5- Teacher should ask students to choose the character or the role that fits her personality

6- Teacher should write the title and the objectives on the board
7- Teacher should present each scene or ask another student to present it in order to get students' attention
Student's role"
1-Students will read and discuss the texts well enough before acting them out
2- Students will answer the questions raised by the teacher about the texts
3- Students will act out the new forms of the texts after good enough training on how to act well enough using appropriate voice inflection and facial expressions
4- Students will make discussions after each scene in order to prepare to the coming scene

IV-Evaluation:
1- Students answer the comprehension questions based on the texts
2- Students use the new words in context and meaningful sentences
3- Students express their reaction about each text after acting it out
4- Students rewrite the texts in new forms of dialogue using their imagination and own language in order to evaluate their comprehension of the texts .

Appendix (III)
(Lesson plans for teaching the control group using the traditional method)

Lesson Plan/ Control group

Class: first secondary grade Unit Title: Getting together

Lesson Title: Festivals

Outcomes	Material/ resources	Procedures	Time
1- To talk about festivals around the world	Student's book Pages14-15	Teacher uses the given pictures on page 14, talks about them and asks students to describe them and talk about festivals around the world	10 minutes
2- To pronounce new words	Workbook Page 5	Teacher writes new words on the board, pronounces them and uses dictionary to help students give their meanings.	10 minutes
3- To use new Words in meaningful sentences	Pictures of festivals	Teacher asks students to use new words in context and in meaningful sentences	10 minutes
4-To answer the comprehension questions based on the text		Teacher asks students to skim the text to answer the pre-reading questions Teacher asks students to read the text silently, writes some questions on the board and asks students to answer them	10 minutes
5- To find what certain pronouns refer to in the text		Teacher reads the text aloud in front of the class, discusses new ideas in the texts and asks students to find what certain pronouns refer to in the text	15 minutes
		Teacher asks students to work in pairs and do exercise (3) page 5 completing the given sentences about festivals	5 minutes

Lesson Plan/ Control group

Class: first secondary grade   Unit Title: Getting together

Lesson Title: Coffee houses

Outcomes	Material/ resources	Procedures	Time
1- To talk about pictures	Student's book Pages 26-27 Workbook Page 15	Teacher asks students to talk about the pictures of coffee houses on page 26-27 and provides students with some information about coffee houses in the past and modern coffee houses	10 minutes
2-To identify the new words	Pictures of coffee houses in the past and modern coffee houses	Teacher writes new words on the board, pronounces them and helps students give their meanings. Students use new words in meaningful sentences	10 minutes
3-To answer the comprehension questions based on the text		Teacher asks students to read the text silently, discuss it and answer the given comprehension questions on page 26-27	20 minutes
4- To find what certain pronouns refer to in the text		Teacher reads the text aloud in front of the class, discusses new ideas in the texts and asks students to find what certain pronouns refer to in the text	10 minutes
5- To infer the social importance and value of coffee all over the world		Teacher divides the class into groups and asks them to infer the social importance and value of coffee all over the world and writes some examples of behavior that show this value in Jordan and other countries	10 minutes

Lesson Plan/ Control group

Class: first secondary grade — Unit Title: The Media

Lesson Title: On Camera

Outcomes	Material/ resources	Procedures	Time
1- To talk about the uses of TV cameras	Student's book Pages50-51 Workbook Page 33	Teacher uses the given pictures of TV cameras on page 50, talks about them and asks students to describe them. Students discuss if they have ever seen these cameras and where	10 minutes
2- To match pictures of cameras with the names of cameras in the box	Pictures of TV cameras	Teacher asks students to look at the pictures on page 50, reads the words in the box and asks students to match each picture with the names of cameras in the box	10 minutes
3- To use new words in meaningful sentences		Teacher writes new words on the board, pronounces them and asks students to guess their meanings from the text Teacher asks students to use new words in context and in meaningful sentences	10 minutes
4-To answer the comprehension questions based on the text		Teacher asks students to skim the text to answer the pre-reading questions Teacher asks students to read the text silently and answer the comprehension questions on page 51. Students discuss their answers with the teacher	20 minutes
5- To find what certain pronouns refer to in the text		Teacher reads the text aloud in front of the class, discusses new ideas in the texts and asks students to find what certain pronouns refer to in the text	10 minutes

Appendix (IV)
(Modified texts in light of drama technique)

Festivals

First Scene

Characters: Laila, Huda and Nuha. They are friends at school
Time: Eid Al-Adha
Place: at Laila's house

Laila: You look so happy today, is it because of Eid Al-Adha?
Huda: Yes, of course. I'm happy because Eid Al-Adha marks the end of the annual pilgrimage. As you know Eid Al-Adha is one of Muslims world's most important festivals. Last week our teacher talked about Eid Al-Adha.
Laila: What did she say about that?
Huda: It is translated into English as "The Feast of Sacrifice" and a Day of remembrance for hardships and kindness in the world.
Laila: Would you like to mention the most important events in this Day?
Huda: Yes, of course. Families and communities gather early in the morning for communal prayers. People wear their finest clothes.
Laila: Eid Al-Adha is a time to celebrate shared values, virtues and faith. Don't you think that we miss all these good things today?
Huda: You're right. I want to add something that large meals of traditional food are prepared to share them with relatives and families give one third of the meat to the poor.
Laila: My parents keep telling me that Eid Al-Adha is a feast of thanksgiving. Have you ever heard about this ?
Huda: Yes ,I remember that my parents told me about this idea because during Eid Al-Adha people are encouraged to offer forgiveness to all those who have done them wrong.
Laila: Let me say that Eid Al-Adha symbolizes the idea of a 'new-start' that is at the centre of Eid Al-Adha.
Huda: Have you ever heard about other festivals through out the world?
Laila: I remember that one day I heard through the radio about a famous Chinese festival that's "The Dragon Boat Festival". But I didn't listen carefully to the whole story of this festival. Will you tell me about this festival, please?

Second Scene

The door is knocked. She is Nuha. She is their friend at school.
After congratulating them, they went to the garden.

Huda: you asked me about "The Dragon Boat Festival". It is in a memory of Qu-Yuan-a Chinese government minister. He was a good man who worked hard to make China a better country. He passed away.
Laila: How did he pass away?

Huda: He died by drowning in a river; so the festival takes place every year on the anniversary of his death.
Nuha: I read about this festival; so I want to add something. Thousands of people come to watch this festival, particularly the dragon boat races.
Laila: What are these races?
Huda: They are the most exciting part of the festival. These boats are usually brightly painted and can be 35 meters long.
Nuha: Also the front of each boat is a dragon's head with an open mouth and the back is a dragon's tail.
Laila: What happens before the race begins?
Huda: Eyes are pointed on the dragon's face.
Nuha: The largest boats need 80 rows and at the front of each boat there is a drummer and a flag catcher.
Laila: Why is there a flag at the front of the boat?
Speaker B: The winner of the race is the first one to catch the flag.
Laila: Is there a delicious meal in this day?
Huda: I don't have any idea about that .

Nuha: The traditional food in this festival is rice balls that filled with eggs, beans and meat. **Laila**: Thank you and happy Eid .
Huda and **Nuha:** Happy Eid.

On Camera

First Scene

Characters: TV presenter, Doctor, Director and Policeman
Time: at 5.00 pm
Place: at the Jordanian TV Station

TV presenter: As we know there are different kinds and uses of television cameras. Today we want to identify these uses. Let's start with a famous doctor in a big hospital. Can you tell me the uses of the tiny television cameras in hospitals these days, please?
Doctor: Yes , doctors in hospital operations use tiny television cameras to see exactly what is happening inside their patients' bodies
Presenter: What do you call this kind of operation**?**
Doctor: It's called keyhole surgery.
Presenter: How can you do such operations?
Doctor: We can do these operations through a small hole in the patient's body instead of having to make a large cut.
Presenter: What can you do after making this hole?
Doctor: Through television camera, television pictures are sent to a monitor which the surgeon watches as she or he carries the operation.
Presenter: What are the advantages of using television cameras in hospitals?:
Doctor: By using this latest technology, medical staff can see inside the patient's body clearly. Also, keyhole surgery makes operations safer and more comfortable for patients.
Presenter: As a doctor, do you encourage to use television cameras in hospitals?
Doctor: I think they are useful because they make operations less complicated.
Presenter :thank you. let's ask our second guest, the policeman, about television cameras. Do the police use this kind of camera?
Policeman: We use a special kind of camera that's called closed circuit television camera.
Presenter: What do you use this camera for?
Policeman: Closed circuit television cameras are being positioned high above city and motorways to enable the police to check for accidents and traffic problems
Presenter: How can you control these cameras?

Policeman: The cameras are controlled remotely by traffic police to use the information to keep traffic moving on bus roads.
Presenter: It's obvious that you help radio and television stations broadcast up-to-date traffic news
Policeman: Yes. and this is our duty.
Presenter: Thank you for explaining that. Let's ask some questions to our third guest, a famous film director, in order to know about other uses of cameras. Can you explain briefly how you use cameras to make animated films?
Director: First, the models of the characters are put into their positions, then filming can begin. After each frame has been filmed, the models are moved.
Presenter: I think this process takes a lot of time , what do you think?
Director: That's right, models are to be moved over a thousand time to make one minute of the final film.
Presenter: There is another type of film camera that is the web camera. Have you got any idea about this type of camera?
Director: I don't know a lot about this type of camera. I know that this camera is used by many people to see each other while they are having a telephone conversation.
Presenter: I think that this conversation is called a video calling or video conferencing.
Director: You are right. Web cameras are positioned on top of a computer.
Presenter: It's a nice interview. We don't have extra time to continue talking about this subject. I hope to see you in another interview.

Coffee Houses

First Scene
Characters: Journalist wants to write about coffee houses
Ahmed: he is an Instruction of history
Mohammad: he is a lawyer
Ali: he is an author
Time: at 6.00pm
Place: at a local café

This text is dramatized as a meeting between a journalist, who wants to write about the history of coffee houses, and some persons who are interested in talking about coffee. They come to a local café at every week end and talk about their favorite subject.
Journalist: Good evening. I am a journalist in the Jordan Times. I am going to write an article about the history of the coffee houses. Someone told me that you are interested in talking about this subject and you have enough information about that that may help me. Will you answer my questions , please?
Mohammad, Ahmed and Ali: Yes, you are welcome.
Journalist: People log on to the Internet to find out the latest news. But I am here today to do as people did before hundred years ago to find out some information. Can I start by asking you to explain other reasons of meeting at a coffee house in the past?
Mohammad: People before three hundred years went to a coffee house to read newspapers, catch up on the latest news, listen to scientific lectures, do business, or chat about the state of the world.
Journalist: Who are interested in going to coffee houses?
Ahmed: Coffee houses were mainly for businessmen, writers, politicians and scientists. Only men went to coffee houses because people thought that coffee was bad for women's health.
Journalist: Can you tell me about the history of growing coffee?
Ali: I read in a book that coffee was first grown in Ethiopia. Then it spread to the Arab world. As you know, it is now the most popular drink because it has an interesting taste and gives people energy when they are sleepy.
Mohammad: Let me add that the first coffee house was in London in 1652. It was opened by Rosee, who was from Turkey. Then coffee houses became the centre of social life in London.
Journalist: Were coffee houses in London just to get a cup of coffee ?

Ahmed: No, they were pleasant places because there were bookshelves, mirrors, pictures on the wall and good furniture.
Ali: Also they were calm places where people talked politely. If anyone had an argument, he had to buy a drink for everyone in the coffee house.
Journalist: When was coffee spread to other European countries?
Mohammad: If I can remember that after hundred years, coffee spread to these countries , where, at first, people drank it as a medicine. Then it became a social drink.
Journalist: What about coffee in the Arab world?
Ahmed: Coffee was also as a medicine and a social drink.
Journalist: Can any one of you tell me about coffee in Jordan, please?
Mohammad: Coffee represents hospitality for all Jordanians. Conversations and discussions, as we are gathering now, are made over a cup of delicious Jordanian coffee .
Journalist: We know that our grandparents insist on grinding the beans of coffee with cardamom seeds. Can you tell me the reason behind that?
Ali: That's right, the beans are ground by this way , which gives the coffee a distinctive fragrance.
Ahmed: I want to add that coffee is still central to the way people work, relax and socialize throughout the world.
Journalist: Thanks for your efforts. Let's enjoy another cup of coffee.

Appendix (V)
(The Reading Comprehension Test (Pre–Post test)

Time: 2 hours **First Secondary Class**
Name **English Language** **Total Mark: 70**

Read the following texts carefully, and then answer the questions that follow.

I-Festivals

Eid Al-Adha marks the end of the annual pilgrimage to Makkah and is one of the Muslim world's most important festival. It is sometimes translated into English as 'The Feast of Sacrifice' and a day of remembrance for all the kindness and the hardships in the world.

Families and communities gather early in the morning for communal prayers, and people wear their finest clothes. Eid Al-Adha is a time for unity among Muslim communities throughout the wider world. It is a time to celebrate shared values, virtues and faith. It is a day of family, rather than of public celebration, and often a chance to see distant relatives. Large meals of traditional food are prepared and then shared by one's nearest and dearest. Families often give one third of the meat to the poor. Eid Al-Adha, as well as being a feast of thanksgiving, is a time of forgiveness. During the day, people are encouraged to offer forgiveness to those who have done them wrong. This symbolizes the idea of a 'new-start' that is at the centre of Eid Al-Adha.

The Dragon Boat Festival is in memory of Qu Yuan, a Chinese government minister who lived more than two thousand years ago. The people loved him because he was a good man who worked hard to make China a better country. He died by drawing in a river, and the festival takes place every year on the anniversary of his death. It is celebrated in June all over China.

Thousands of people come to watch the Dragon Boat races, which are the most exciting part of the festival. The boats are usually brightly painted and can be 35 meters long. The front of each boat is a dragon's head with an open mouth and the back is a dragon's tail. Before the race begins, eyes are painted on the dragon's face to bring them to life. The largest boats need 80 rowers, and at the front of each boat there is a drummer and a 'flag catcher'. The winner of the race is the first boat to catch the flag. The traditional food for the festival is riceballs, filled with either eggs, beans, fruits, mushrooms, meat or a mixture of these.

II- Uses of TV Cameras

In many hospital operations these days, tiny television cameras are being used by surgeons to see exactly what is happening inside their patients' bodies. This called Keyhole surgery, because the doctors can do operations through a small hole in the patient's body, instead of having to make a large cut. Television pictures are sent to a monitor which the surgeon watches as he or she carries out the operation. Medical staff say that by using the latest technology they can see inside the patient's body as clearly as if they were looking through a window. Keyhole surgery makes operations safer and more comfortable for patients, and less complicated for doctors.

More and more closed circuit television (CCTV) cameras are being positioned high above city centers and motorways to enable the police to check for accidents and traffic problems. The cameras are controlled remotely by traffic police who use the information to help keep traffic moving on roads. This information is also used by radio and television stations which broadcast up-to-date traffic news.

Film-makers use special cameras and video recorders to make animated films one frame at a time. First, the models of the characters are put into their positions, then filming can begin. After each frame has been filmed, the models are moved. Using this very slow process, models often have to be moved over a thousand times to make one minute of the final film. This means that a full-length film can take several years to make.

Another type of film camera is the web camera, a piece of equipment which is connected to the Internet. Webcams are being used more and more by people who want to share moving pictures with each other. One of the most popular uses is video calling or video conferencing, where people can see each other while they are having a 'telephone' conversation. Webcams are often positioned on top of a computer, pointing towards the user.

III-Coffee Houses

Where do business people go these days to find out the latest business news or to keep up to date with scientific development? The answer is simple: they log on to the Internet. Three hundred years ago, the answer was just as simple: they went to coffee houses. There, for the price of a cup of coffee, people could read newspapers, catch up on the latest news, listen to scientific lectures, do business, or chat about the state of the world.

The European coffee houses of the early 1950s were mainly for businessmen, writers, politicians and scientists. Like today's websites, coffee houses were exciting places to be, but you could never be sure that information you found there was accurate. In the early days, only men went to coffee houses because people thought that coffee was bad for women's health. Coffee itself was first grown in Ethiopia, where people brewed the beans. From there, it spread to Arab countries, where it soon became very popular as a drink. People liked it because it had an interesting taste and gave them energy when they felt sleepy.

The first coffee house in London was opened in 1652 by Pasqua Rosee, who was from Turkey. Coffee was an immediate success and large numbers of coffee houses opened.

The servants of important men went from one coffee house to another and passed on the latest news stories about what politicians were doing or what was happening on the other side of the world. London coffee houses were very pleasant places with their bookshelves, mirror, pictures on the walls and good furniture. They were calm places where people talked politely to each other. If anyone started an argument, he had to buy a drink for everyone in the coffee house. During the next hundred years coffee spread to other western countries, wherever at first drank it as a medicine. Soon it became a social drink, just as in the Arab countries and Britain. In Jordan, serving or drinking coffee has been at the heart of the country's famous hospitality for many centuries. Conversations and discussions are made over a cup of delicious Jordanian coffee. A guest's coffee cup is never empty in a Jordanian home; only when the guest tips the empty cup from side to side does the host stop refilling it with hot, black coffee. Coffee is still central to the way people work, relax and socialize in Jordan, as well as across the rest of the world.

Question Number One:(14 points)

Answer the following questions:

1- When does each festival take place?...

2- What does Eid Al-Adha celebrate?...

3- Why is Eid Al-Adha a time for unity amongst Muslim communities?.......
……………………………………………

4- Who is Qu Yuan?...

5- Who opened the first coffee house in London?..

6- What kind of people went to coffee houses at first?..................................

7Why do people all over the world like drinking coffee?.....................................

Question Number Two:(6 points)
Give possible explanations to answer the following questions.
1- Why is Keyhole surgery safer than the traditional surgery?...
2- Why does the making of an animated film take such along time?...
3- Why do webcams become more popular?.......................................

Question Number Three:(10 points)
Find words in the texts that mean:
1- shared by a group of people………………….
2- a day that is after a special event…………….
3- truthful…………………………………………….
4- complex…………………………………
5- looking after guests………………………

Question Number Four:(8 points)
Circle the right answer:
1- The main idea in the first paragraph in the first text is
a- Eid Al-Adha is a day of kindness and hardships in the world
b- Giving third of the meat to the poor during Eid Al-Adha
c- celebrations that take place during Eid Al-Adha

2- The opposite of "offer" as a verb in the first text is:
a- present
b- command
c- ask

3- The word "forgiveness" in the first text is
a- a noun
b -a verb
c- an adjective

The multi part verb "carry out" means-4
a-take part
b-perform
c-continue

Question Number Five:(4 points)
Contrast between the features of Eid Al-Adha festival and The Dragon Boat festival and write down your answer in the following table.

Eid Al-Adha festival	The Dragon Boat festival

Question Number Six:(10 points)
Read the texts carefully and decide whether the following statements are true (T) or false (F).
1- To make a full-length animated film you have to move the models about a thousand times (   ).
2-CCTV cameras give radio and TV stations information about traffic conditions ( ).
3- People first drank coffee in Ethiopia (   ).
4- Coffee became popular in Arab countries because it helped people to sleep ( ).
5- In Europe, people used coffee as a medicine before it was a drink (   ).

Question Number Seven:(4 points)
What do the underlined pronouns refer to?
a-"Where" in line 12 in the third text:……………
b-"They" in line 7 in the second text:…………….

Question Number Eight:(10 points)
Use five of the following words, taken from the texts, in the spaces provided to complete the sentences.
Furniture , medicine , catch up , keep up , spread , take , positioned
1- Nowadays, people log on to the Internet to…………..on the latest news.
2- Coffee houses had good ……………………….and walls with pictures.
3- Most people drink a cup of green tea a day as a ……………………….
4-They ………. themselves near the door so they could get out quickly.
5-The national festivals …………………….place in Jordan every year.

Question Number Nine:(2 points)
Complete the following sentences as discussed in the second and third texts
1-Cameras above the city centers and motorways are controlled……………
2-People in coffee houses talked politely because these houses were……….

Question Number Ten:(2 points)

The Dragon Boat Festival is in memory of the Chinese government minister, Qu Yuan. How do you evaluate such type of festivals? Is it good to celebrate this type of festival?

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………..

Appendix (VI)
(Student classroom behavior observation checklist)

Student classroom behavior observation checklist

Name:………………....

Class:………………….

No	Criteria	Yes	No
1-	Student asks questions		
2-	Student answers questions		
3-	Student asks for paraphrase		
4-	Student notices errors of others		
5-	Student participates in classroom discussions		
6-	Student Shows interest and enjoys English language reading comprehension classes		
7-	Student organizes ideas in a meaningful way		
8-	Student stays focused		
9-	Student uses emotional or persuasive appeals where appropriate		
10-	Student follows basic rules and directions for working in classroom		
11-	Student offers suggestions and ideas that contact with the ideas of other		
12-	Student shows motivation towards using drama in teaching		
13-	Student includes necessary background information about the subject of texts		
14-	Student's answers are given with explanations, suggestions or reasons		
15-	Student's answers are clear and relevant to the texts		
16-	Student focuses on the problem/issue suggested in the texts		
17-	Student shows positive attitudes toward using drama in teaching		

18-	Students uses words that are well-suited to the purpose and audience		
19-	Student identifies main points in the texts		
20-	Student extracts specific information from the texts		
21-	Student retells the theme/gist in the texts		
22-	Student adds supportive detail to the main points		
23-	Student answers most questions from other students and builds better relationships with other		
24-	Student responds in a concise, grammatically correct, and appropriate way to questions		
25-	Students' pronunciation is clear and easy to understand through oral answers or discussions		
26-	Student expresses her opinion about texts meaningfully		

Appendix (VII)
(Answer Key to the Reading Comprehension Test)

Key answers to the Reading Comprehension Test

Question Number One

1- Eid Al-Adha takes place at the end of the annual pilgrimage to Makkah. The Dragon Boat Festival takes place in June.
2- It celebrates shared values, virtues and faith.
3-Because families and communities gather early in the morning for communal prayers.
4-He is a Chinese government minister.
5- Pasqua Rose.
6- Writers, politicians, scientists and businessmen.
7- Because of it is tasty and gives them energy they need.

Question Number Two

1- Because the doctors can do operations through a small hole in the patient's body instead of having to make a large cut.
2- Because the models of the characters are put into their positions, then filming can begin. After each frame has been filmed, the models are moved.
3- Because webcams are being used more and more by people who want to share moving pictures with each other.

Question Number Three

1- traditional
2- anniversary
3- accurate
4- complicated
5- hospitality

Question Number Four

1- a
2- c
3- a
4- b

Question Number Five

Eid Al-Adha festival	The Dragon Boat festival
All over the Muslim communities	In china
A day of remembrance for all the kindness and hardships	A day of remembrance for a Chinese minister
Traditional food is presented(meat)	Traditional food (riceballs)

Question Number Six
1- F
2- T
3- F
4- F
5- T

Question Number Seven
a- Ethiopia
b- Medical staff

Question Number Eight
1- catch up
2- furniture
3- medicine
4- positioned
5- take

Question Number Nine
1- remotely by traffic police
2- calm places

Question Number Ten
Each student has her own answer.

معلومات شخصية

الاسم: نسرين محمد حميد الجعافرة

الكلية: العلوم التربوية

التخصص: مناهج وأساليب تدريس اللغة الانجليزية

السنة: 2011/2010

البريد الالكتروني: nesreen.jaafreh@gmail.com

الهاتف النقال: 07799854467